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ABSTRACT

Aspects of British education which are relevant to the study of world development are examined in this publication. The first three articles analyze respectively various textbooks, examination papers, and syllabi for attitudes, topics, and values presented in them which deal with developing countries in relation to world development issues. In History and Geography, Examining Boards are becoming more aware of the need to teach about the Third World and the syllabi and textbooks amplify these findings. The fourth article on teaching about world development in colleges of education is based on two surveys undertaken by VCOAD in 1968 and 1970 and indicates that in some parts of the country student teachers have good opportunities to learn about the Third World. The final article, a short report on an important conference of educationists convened by VCOAD in April 1971, examines the reasons for teaching about the Third World in British schools, and works out suggestions on the most effective ways of undertaking such teaching. (SJM)

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IMPACT

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Introduction

The first edition of **Impact** was published in 1965, when the Education Unit of the UK Committee of the Freedom From Hunger Campaign made a survey of the syllabuses and papers of all the Examining Boards (GCE and CSE). Thereafter similar annual surveys were undertaken by the Education Unit of the Voluntary Committee on Overseas Aid and Development (VCOAD), which had taken over the work formerly done by FFHC.

This year it has been decided to extend the range of **Impact** to examine some other aspects of British education which are also relevant to the study of world development. A survey of examination papers is still included, and shows a continuation of the trend of previous years. In History and Geography, at least, Examining Boards are becoming more and more aware of the need to teach about the Third World. This year's survey of syllabuses amplifies these findings. The by now very large number of questions set have not been reproduced this year, as it would not have been possible to find space for them.

The attitudes revealed by History and Geography textbooks are the subject of another article. Research on this subject was not easy because of the lack of information about which textbooks are currently in use in schools, and in what quantities. There are those who say that textbooks are no longer important in the majority of schools, but the evidence available does not confirm this view.

The article on teaching about world development in Colleges of Education is based on two surveys undertaken by VCOAD in 1968 and 1970. Because the surveys were dependent on response by the Colleges they cannot claim to be comprehensive; but they do indicate very clearly that in some parts of the country student teachers have good opportunities to learn about the Third World while in other places they do not.

The final article is a short report on an important conference of educationists convened by VCOAD in April 1971. The conference provided an opportunity to examine closely the reasons for teaching about the Third World in British schools, and to work out suggestions on the most effective ways of undertaking such teaching. It also provided VCOAD with a starting point for planning an extension of its services to teachers and students in this, the first year of the Second United Nations Development Decade.

School textbooks and the Third World

by Lydia White

Textbooks are still a frequently used teaching aid in many school subjects. Indeed, they are probably the most frequently used aid and are likely to remain so as long as there is a shortage of other convenient source material for the teacher and pupil and as long as it is cheaper to produce the conventional textbook rather than anything else.

For many children and adults too, any information coming out of a book has special authority. The school textbook has a responsibility not to abuse this authority. Without teachers realising it, textbooks may put across attitudes and values which the teacher would not want to encourage. Even if a teacher does realise that a textbook has many failings, he may be unable to do anything about it because suitable alternatives are difficult to find.

It is only in recent years that textbooks have been produced dealing specifically with world development issues. History and Geography, however, inevitably provide a background to development simply because they provide information about other countries, including the countries of the Third World. This information may take the form of the history of the British Empire or the physical geography of different countries. The older textbooks, which tend to look at the world from a colonial or insular position, may be fostering attitudes which are hardly appropriate for today or for the future.

For this reason, it seemed useful to look at various textbooks, old and new, to see what attitudes are presented in them towards developing countries, to see what topics are dealt with and in what way. Over the past few years VCOAD has surveyed the examination papers of all the General Certificate of Education and Certificate of Secondary Education Examining Boards in different subjects to see how many questions there are relating to world poverty and development. There have always been more questions on the History and Geography papers than on those of other subjects and it, therefore, seemed sensible to look particularly at the textbooks of those subjects, though other books will be dealt with briefly. It was also necessary to limit the books investigated to secondary school textbooks written for general class use (i.e. not library books) for CSE and GCE Ordinary and Advanced level work.

In the British educational system the individual school is able, to a large extent, to choose what textbooks it uses, rather than have them dictated by a central authority. It is, therefore, impossible to find out exactly which books are currently in use in schools and so the books mentioned in this survey may be somewhat random. The list of books is certainly not exhaustive. (Nevertheless, many more textbooks were read for this survey than are specifically mentioned and these books also helped to give an impression of the trends in school textbooks).

It is possible, especially considering financial problems, that many schools use outdated textbooks which, in the context of development, present factual information which is no longer valid, as well as questionable attitudes. (It has been suggested that the grammar schools, and other schools studying for the General Certificate of Education, are particularly liable to continue using old textbooks). Many Third World countries, for instance, have gained independence only since the Second World War, often in the last ten years. Some schools may be using books which call these countries by their pre-independence names. It is a pity that some writers of more recent books also do not bother to check on these name changes: Tanganyika has been Tanzania since **1964**, though P.W.R. Foot in *The Child in the Twentieth Century*, published by Cassell in **1968**, may not realise it.

However unfortunate it is that schools may have to use old textbooks, it is not necessarily disastrous if they are factually incorrect, provided the teacher has time to point out the changes that have taken place since the book was published. But other impressions may be harder to put right. How many books make statements like this one when talking about the inhabitants of Africa: 'The natives, in fact, seem as destructive as the baboons, but it is very difficult to get them to change their habits.'? The impression that such statements help to create can only be damaging to understanding people in other parts of the world. The statement came from a book called *The Earth – Man's Heritage* by W.F. Morris and R.W. Brooker which was published by Harrap in 1953 and reprinted many times, this edition being as late as 1961. There is a definite danger with books that are reprinted many times, or where new editions are published, that a book may look new but contain a text written many years ago. The text may well be revised from time to time but such revisions are usually confined to amending facts and figures, rather than attitudes.

Even if one could dismiss the danger presented by the older textbooks (and as long as they continue to be used this danger exists), that kind of attitude does not disappear with that kind of book: it shows itself, admittedly in a more subtle form, in many books published in the last few years. For instance, consider the following statement: 'Even elementary skills are not easily acquired by people living in a hoe and diggingstick civilisation. One recalls the case of an African labourer who was found to be using lubricating oil on a mowing machine to a value in excess of what he was earning in wages.' (From *Economic Geography*, by E.H. Cooper, University Tutorial Press, 1968). The author means this as a reflection on the lack of training and skill of the labourer; he does not seem to see that it is a reflection on the values of the society which pays the labourer so little.

It is also worth noting at this point that Geography textbooks, especially in the past, seem to consider it important to stress the existence and ways of life of certain 'primitive' peoples, such as the Amazon Indians, the Australian Aborigines, the Kalahari Bushmen and the Eskimos. Most of the latter, by the way, do not live in igloos any more and only used them in the past as temporary hunting shelters, facts of which most writers of school books seem unaware. While such peoples are of sociological interest, their numbers are usually small and they are often unrepresentative of the population as a whole. There is a danger that school-children may assume that all people of the Third World live as they do. Now, as geographers begin to abandon this approach,

it is being taken up by sociologists in schools, possibly with similar effects.

Of the two main subjects under consideration, Geography, by its very nature, is involved in the study of other countries and one can expect a certain sophistication in its approach. The connection between History and development, on the other hand, may not be as obvious. At a recent teachers' conference in Cambridge, one History teacher, who had for many years been an enthusiastic supporter of Oxfam and had tried to pass on this enthusiasm to his pupils, remarked that he could not see any relevance in History teaching to development. But what children learn about the past of a country (if, indeed, they are allowed to know that it has a past) may well influence their attitude towards the country and its people. It does not help matters that when any foreign history is taught in British schools, and there is all too little taught, it is usually the history of Europe as it relates to Britain, and if any other country is studied, it is in connection with our colonial past. As Marsh and Collister remark in *The Teaching of African History,* (Historical Association, 1968): 'In many schools up and down this country pupils are taking a five-year course in English history, in which the colonial connection is looked at through English eyes.' In 1853, a Mr. John Guy wrote a Geography textbook for children so that 'they may be shown the extent of the British Empire'. One sometimes wonders how far present day History textbooks have progressed from this aim.

The history of India begins with the East India company, that of Africa with the explorations of Livingstone. It does not seem to be recognised that these countries have a history independent of ours and that, in the case of India, it is a well-recorded history. But for most British school-children, world history begins with the 'discovery' of the rest of the world by the Europeans and is seen from a British point of view. Consider the arrogance of the term 'The New World'. 'New' to whom? To the Europeans, to us. But in South America and Mexico, the Incas and the Aztecs had well-established civilisations and the North American Indian was hardly a new arrival.

In this context, it is worth mentioning a comment by Christopher Bagley in his recent study for the Institute of Race Relations called *Social Structure and Prejudice in Five English Boroughs.* Remarking on the fact that, even in the least prejudiced group of people, namely those who are young, in non-manual jobs and who have had further education, 21.6% of respondents are prejudiced on three or more items of his scale, he says: 'A considerable amount of prejudice cannot be accounted for by the structural and demographic factors we have examined. It may be that this prejudice can be accounted for by socialisation in values of colonial domination and superiority which still pervade many institutions of education and communication.' If this is the case, then not only are children learning unfavourable attitudes towards developing countries in our schools but they are also learning to be prejudiced against the people from those countries who have settled in Britain. Such learning is hardly conducive to good race relations in this country.

It is also interesting to note that a 'Black Power' group in Leeds has started black history lessons 'designed to prove that the black community does have a cultural and historical heritage, with black poets and black heroes. Too often, says the group, coloured children in British schools have nothing to identify with; they are only taught white history, from the white point of view.' (*Guardian, March 8th, 1971*). I would argue that it is just as damaging to the white child as to the black to be taught this one-sided history.

History textbooks in this country seem to follow various patterns. In the past, it was often usual to publish books in a series, so that a child could go through school using a different textbook from the same series every year. He might follow the history of Britain in different centuries by means of series with such titles as *New Outlook History, Certificate History, World Outlook, A History of Britain, Makers of Britain, History Grammar School Series, History Bookshelves,* etc. Series are still published today but the emphasis seems to be more on **topic** series rather than on historic sequence in time. The series of the past usually concentrated on Britain and there might, at the most, be one or two chapters on the Empire in the relevant volumes concerned with the 18th and 19th centuries. These chapters would be concerned with Clive, Warren Hastings and the Indian Mutiny, as far as India is concerned, and with the various explorers and the 'Scramble for Africa', as far as Africa is concerned. The European is always in a superior position, conquering, enslaving, discovering others. Is it surprising that the white child in Britain still feels superior towards people of the Third World generally and towards black people in this country in particular, when his History and Geography books at school only serve to reinforce his prejudices? Is it surprising that the black child is discouraged when he 'discovers that all the great men of history were white' *(How the West Indian child is made educationally sub-normal in the British school system,* published by New Beacon Books, 1971)?

Other examples of distortion in History books have been found in a study called *Cyprus School History Textbooks* (Education Advisory Committee of the Parliamentary Group for World Government). This study found that, in the case of the textbooks used by the Greek Cypriots, 'The significant fact ... is the proportion of the text given up to the wars between Greeks and Turks'. These omissions and selections in school textbooks are all the more dangerous because the writer himself probably does not realise how much he is helping to form future attitudes by leaving certain things out, thus giving a biased view of History.

Some books, it is true, recognise what they are omitting: 'Though our present concern is with the later stage of British relations with India, we must remember that the history of India did not begin when the English first appeared in the land. For centuries before then, she had had a history of her own.' (From *British History 1783–1939,* by Brett, published by Murray in 1934 and reprinted for many years, this edition being 1959). But this book does not go into any of that earlier history and is unusual in admitting that it is leaving anything out.

Another series makes a similar admission and tries to make a virtue of it: 'This series has been written in response to a demand for a textbook of European and World History which does not sacrifice anything essential in British History. The main theme, therefore, is the History of the World; but as our civilisation is "European", there is more about Europe than about any other continent; and as we are British, there is more about Britons than about any other single people.' (From *The Modern World,* by E.H. Dance, published by Longmans, third edition, 1967). These remarks raise a very real problem: people are unwilling to sacrifice any-

thing of British History and yet they realise the need to include world history. But as long as we continue to stress Britain more than other countries in History, the old problems of insularity will remain. The obvious prejudice of the older textbooks has largely disappeared, to be replaced by an over-emphasis on Europe, in more recent books, an emphasis whose effect on the reader may be more subtle, and therefore more dangerous.

Such an emphasis can be seen in *Portrait of World History, Books 1 to 3,* by G. Williams (Arnold, 1961–66). This series, unlike many others, does recognise that world history did not begin in the Twentieth Century and goes into more detail than most on non-European background history but its main emphasis is still on 'the world discovered by the Europeans'.

There is a need for more books with this kind of aim: 'The object is to avoid looking at other civilisations down a European drain-pipe or from the quarter-deck of a British man-of-war, to see these cultures in their own right and identify the influence they had on Europe and the Europeans as well as the impact of Europe upon them.' (From the *Era Histories* series, Methuen Educational, 1971). There is also a need for such aims to be carried out! This series is still largely Europe-centred in its outlook, though it shows an unusual concern for the Third World position and there are separate 'Culture' books to follow, to restore the balance. *An Outline Atlas of World History,* by R.R. Sellman (Arnold, 1970) has a similar aim and does succeed in covering far more of the world than is usual in the school textbook but most countries are covered in detail only during the times when they were under European domination, so that one still does not have the independent history of Third World countries.

Recently there has been a spate of books with titles like *Twentieth Century World History.* This is a step in the right direction but, inevitably, the tendency is towards the superficial. If the world is to be covered in one textbook, the author has to be carefully selective. This should not mean selecting to include the Two World Wars, the 'Cold War' and nothing much else. Other books, particularly for CSE, are even more ambitious; for instance, *World History from 1783 to the Present Day,* by Case and Hall (Arnold 1967), covers a far wider period and as a result, ends up by being mainly a social history of Europe. A successful twentieth century history, which avoids many of these pitfalls, is *The Global Age* by Alexander and Murphy (Rupert-Hart Davies, 1970).

Some books of this kind do succeed in bringing in the Third World to a reasonable degree. Indeed, the political struggles of India and Africa towards independence are often dealt with in detail. One such book is *World History 2, 1900–1968,* by H. Browne, (Cambridge University Press 1970), which gives a summary of the growth of nationalism and the political problems and development of Africa and Asia. But for a work with such a title, the failure to discuss Latin America throughout the book is a serious omission. There is also a tendency in many books to concentrate on political history to such an extent that there is little space left to mention economic and social issues. Sometimes the final chapters of such books act as a kind of 'sop' to conscience in this respect, in that they try to deal with development issues by describing the work of the United Nations. While this is a good thing, the UN efforts are only a part of what is going on in this field. (Browne's book, mentioned above, has such a chapter, as does *Britain and the World in the Twentieth Century,* by Tull and Bulwer, Blandford Press 1966, and *World History in Parallel 2,* by Bankart, George Philip & Son, 1967).

One might suppose that books about individual countries or groups of countries might have more space to devote to the early, pre-European history of the Third World. Unfortunately, this does not always happen. For example, in *From Colonies to Commonwealth* by S. Hopewell (Cassell, 1967), there are only two and a half very general pages on pre-British Indian history, out of sixty-three on that country. Nor are those few pages accurate: 'Western civilisation brought Christianity', the author claims. In fact, Christianity reached India in the first century A.D. before it reached many Western countries. The rest of the book deals with the same topics as others do, only in more detail. Thus, it is still about the East India Company and Clive and Warren Hastings and the struggle for Independence. The chapter on Africa has the usual section on the early explorers and the slave trade and the 'scramble' and South Africa. There is a predictable pattern in all books of this kind and there seems little point in adding more of them to an already saturated market.

Perhaps it is time to recognise that there are good textbooks on foreign history available as well! Several of these are about China. Indeed, chapters on China in most books seem to be comparatively well done, possibly because we have always recognised the fact of Chinese Civilisation. In the same way, Egypt, or at least Ancient Egypt, is usually dealt with in considerable detail. An excellent book called *Foreign Devils,* by Pat Barr (Penguin, 1970) serves as an example of what more textbooks could be. The 'foreign devils' of the title are the Europeans who visited the Far East and throughout the book the author gives, side by side, the views of the Chinese and Japanese on the Europeans and the views of the latter on the former, starting with the travels of Marco Polo and ending with modern China. She understands the different peoples and times about which she writes and brings out the conflicts that were involved and the feelings aroused on both sides. No one could complain that this book does not give the European point of view. It does far better than that: it gives all points of view without becoming superficial in the process.

Another good book on the East is Lois Mitchison's *China in the Twentieth Century* (Oxford University Press, 1970), which manages to give an impression of life as a whole in modern China and also goes into some detail about China's past. For a slightly more advanced stage, there is R.J. Saywell's *China* (Ginn, 1969), which is another excellent book dealing only with China, describing background, social history, customs, inventions, as well as the political history of China.

It would certainly be possible to do the same kind of thing for school-children studying India; its history is well known and documented. But one might complain that the same is not true of Africa: apart from Egypt, there is comparatively little evidence, especially in writing, of past civilizations or ways of life.

There are books, however, which do manage to suggest what the early history of Africa might have been. One which is very successful is *Africa – the Rebirth of Self-Rule* by John Hatch (Oxford University Press, 1967). The book is a short and clear introduction to understanding modern Africa and the author recognises that part of that understanding can be achieved by knowing something about Africa's past: 'African History goes back to the

birth of the human race; so to understand Africa today, we have to trace the human story from its beginnings.' This he goes on to do, reconstructing from such evidence as there is from early times. Later, he describes the nineteenth century Europeans: 'They considered that theirs was the greatest civilisation ever known. It gave them a deep sense of superiority and self-righteousness.' It is interesting to place this statement beside another about the Europeans in Southern Africa: 'Most of these settlers came of peasant stock. Their families had toiled for centuries and seen little reward for their labour. In Africa they would no longer be the lowest order of society.' (From *Era Histories 9* by Martin Ballard, Methuen Educational, 1971). It is refreshing to find such remarks about the Europeans in Africa in school textbooks. Another interesting book on Africa's past is *Ancient Africa* by John Addison (Rupert Hart Davies, 1970).

So much for History books. In Geography textbooks, there is less of a pattern though there are still some general trends and some obvious differences between the older kind of textbook and the more recent ones. In the former, one finds a lot of factual detail about climate, crops, industry, occupations, products, and, where several countries are covered in one book, each country is dealt with under the same headings and some comparison possibly attempted. Such books tend to be rather dry in tone and to have little human interest; there is no attempt to relate the climate or crops to the living conditions of the people. How many young people realise what subsistence farming means to the family which depends for life on the food it can grow?

More recent books make several welcome changes. Often History as it relates to Geography is included. Sometimes, this is unfortunate: 'Africa .... was like a huge cake just waiting to be eaten', says D.M. Hazelden of the nineteenth century 'scramble for Africa' in one book in his series *Everyone under the Sun* (George Philip, 1966). But usually the introduction of some historical Geography is beneficial. Another welcome change is the topic approach. Several books have titles like *World Problems* or approach Geography by looking at the world through topics like food.

A book by Mainwaring, published in 1949, has the title *The World's Wealth and its Problems.* Today, such a book would include a large section on development and the problems of world poverty. Books written then only mention such problems very briefly, if at all. Looking at old books, and wondering how much they are still used in schools, one realises how quickly figures, for instance population figures, change. It would help if, when quoting such statistics, authors would give their date.

The old-style Geography books share a characteristic with the old-style History textbooks, namely that they often adopt condescending attitudes, probably without realising it. There is an element of surprise in the following statement: 'The Kikuyu .... are an intelligent people in many ways' (from *A Geography of East Africa* by Pritchard, published by Dent, 1962), just as there is in this one: 'Hyder Ali .... was, though ignorant of the alphabet, a very remarkable man.' (From *The New Groundwork of British History*, by Warner, Marten and Muir, published by Blackie from 1943 onwards, this edition being 1967). Being a tribesman or illiterate does not automatically exclude one from being intelligent or remarkable.

Perhaps this criticism is over-sensitive. Possibly the writers are merely expressing surprise that people who are in many ways different from themselves also have similarities. In the same way, middle-class writers of textbooks about Britain sometimes express surprise that working-class cottages are 'clean' and 'neat'. Nevertheless, however unprejudiced the intentions of writers in pointing out these facts, the effect may still be to create an impression which, when combined with other factors, helps to build up unfavourable attitudes towards the Third World.

The common and continuing use of terms like 'native' and 'dark continent' is one of these contributory factors. Because of their connotations, words like 'native' have become highly emotive. Most British people react with surprise at the very least, if anyone refers to them as 'natives' of Britain. If one can be surprised in this way, is it not showing prejudice to use the term when talking about the inhabitants of Asia, Africa or Latin America?

There is also a tendency, even in more recent books, to imply that peasants are being stupid not to improve their farming methods and use fertiliser or better grain: 'If all the farmers in the world were as efficient as an average farmer in a developed country there would probably be very little shortage of food in the world as a whole now' (*Population and Food Supply* by Michael Morgan, Collins, 1969), or 'Such old-fashioned tools and lack of fertilisers help to produce very poor crops', (*Europe and Asia* by Hazelden, George Philip and Son, 1966). While these statements may be perfectly correct, they do not say enough. Given the context of very small land holdings, the fact that manure has to be used as fuel, the dependence on the rains, farmers are being as efficient as they can in the circumstances. Individually, they have not the power or money to be more efficient. Unless children in this country are told why it is so difficult for most farmers in the poorer countries to change their tools or buy fertiliser, they will be left thinking that it is the peasant's own fault that his situation does not improve.

The worst of the old is, once again, illustrated by an example from *The Earth–Man's Heritage.* In a chapter called 'Geography and Greatness', the author asks: 'Why have we, the peoples of Western Europe, had such a great History? Why have we produced so many great men in every branch of learning, in every kind of work and profession?' He goes on to explain that our greatness is due to our climate: 'Nowhere, for any length of time, is it too hot or too cold, too wet or too dry'. How, one wonders, did all those other civilisations in China, Egypt, Mexico, Peru, India, manage in spite of their climates? Our weather has not significantly changed over the centuries; why have we been 'great' only in the last few?

Of the more recent Geography textbooks, many are very good. *World Problems* by Long and Roberson (English Universities Press, 1969) takes certain topics like water, farming, industry, towns, transport and population and discusses these problems as they concern different places, mentioning problems as they arise and describing advances which have been made in connection with them. The advantage of such an approach is that one can really recognise that the problems we face are 'world' problems, since the problems of the 'developed' world are placed side by side with those of the 'developing' world. One criticism in connection with this book, which is also true of others, is that many of the illustrations are from Europe, North America and Australia when it would be just as appropriate, if not more so, to have ones from the Third World. (A bias in favour of

photographs from the 'developed' world may simply be due to the fact that they are more available).

Books which are equally successful in this 'topic' approach and which are concerned with the problems of development are *World Problems* by Ferris and Toyne (Hulton 1970), *World Population and Food Supply* by J.H. Lowry (Arnold, 1970) and *Population and Food Supply* by Morgan (Collins, 1969). Many of these books end each chapter or section with useful suggestions for discussion or project work which will take the student beyond the scope of the book itself. (This is also true of the newer regional textbooks).

Traditionally, Geography has looked at the world through regional studies, considering the situations of the different countries of the world. The solid, factual surveys, such as *The World* by T. Pickles (Dent, 1939–1966) or *World Geography* by Honeybone and Long (Heinemann, 1962–1965) or *The Southern Continents* by Coysh and Tomlinson (University Tutorial Press, 1951–1969) are being replaced by books which still look at the world on a regional basis but whose approach is far more interesting, for instance *Asia and North America* and *Africa, Latin America and lands of the South-West Pacific* by R.A. Beddis (University of London Press, 1968, 1969). Other books introduce variety into regional geography by approaching it through the different peoples of the world. This is done fairly successfully in *Our Neighbours Overseas* by Young and Musby (Arnold, 1950–1962) and *Study Geography* by Rushby, Bell and Dybeck (Longmans, 1967), though there is always a danger of becoming artificial in this approach.

While on the question of regional textbooks, perhaps it might be possible for more books by Third World authors about their own countries to be used in British schools. At the moment, nearly all textbooks are written by Britons, who may or may not have experience of the countries about which they write. (They do, of course, have the advantage of experience of the British school system and know the kind of detail that is necessary for a textbook in use in this country). Some British publishers (for instance Evans, Heinemann, Longmans, Macmillan, University of London Press) produce books for the overseas school textbook market. In some cases, their content and tone might make them suitable for the British market as well, if they became more readily available here.

History and Geography are well-established subjects in schools. Other subjects, which are not so hampered by old traditions, might be more able to approach development in a constructive way. CSE, especially, has syllabuses on Social Studies, World Problems and similar subjects into which world development can be brought. There are many recent textbooks which fall under the broad classification of Social Studies and some of these are devoted to development issues. *The Disinherited* by John Hill (Benn, 1970) is a good example. Others are successful in making comparative studies between 'rich' and 'poor' worlds. For instance, *Life in Our Society* by Lambert (Nelson, 1969) is divided into two sections, the first being about the position of the individual in modern, affluent society and the second being about the individual and his relation to world problems such as those of population, poverty, war, race. Such an approach helps the child to see himself in a wider context than that of his small home circle. This book constantly stresses the fact that we must look at ourselves and question how we behave, instead of just dismissing other customs as odd:

'Hindus consider cows to be sacred, and will not eat beef . . . Jews and Moslems do not eat pork. Some American Indians think the drinking of milk disgusting; some Africans reserve it for men only. Some Africans believe fish causes sterility; some Asians believe animal foods are bad for children. Peoples used to rice will often refuse other grains; we in Northern Europe tend to regard maize as only fit for chickens'. The author is also very good at pointing out the problems of development which are often forgotten: 'Mechanisation needs to be introduced very carefully, so as not to cause unemployment or imbalance in the economic system of the country'. Many textbooks, in an effort to show what is being done already, do not mention such problems and students may come away with the idea that mechanisation or birth control is the answer to everything.

There are various books on subjects like Poverty or Medicine. The Batsford *Past-into-Present Series* has two such books, one called *Diseases and Medicine,* by R.W. Johnson (1967) and the other called *Poverty,* by Graeme Kent (1968). Both these books are excellent on the history of their subject in Britain but both devote only a page or two at the end to the world problem. With subjects like these, where the conditions which were present in Britain in the past can still be seen in other parts of the world today, it seems a pity not to make comparisons between them. Another Batsford series, the *World-Wide Series* (1971), however, is concerned with issues on a world scale. Books already published in this series have the following titles: *World Problems, Revolution, Race, Cities. Poverty* and *Food* are to follow. In these books, Britain and other rich countries do not take priority but are considered in relation to world phenomena. .

Other school subjects could bring development topics into their curricula and textbooks more than they do at present. For example, health and nutrition could more often become part of a biology syllabus. Nutrition already appears as a topic on some GCE syllabuses but while the examination questions still tend to be on the theoretical structures of proteins, rather than the importance of protein as it affects people everywhere, it is difficult for the teacher to be adventurous. Where he does have the interest, he is hindered by the lack of suitable textbooks.

Religious Education is also a field where more could be done. As well as straight-forward study of the Bible, there is room for study of comparative religion or discussion of one's social responsibilities, including the problems of development, within this subject. This is already recognised to some extent and there are good textbooks suitable for such work, for instance *Everybody's Business,* by Roger Young (Oxford University Press, 1968). Again, the examination syllabuses, especially GCE, are far behind and allow little scope for the student or teacher who would like to spend more time on these questions.

These remarks about examinations raise important points. As Wiseman and Pigeon say in *Curriculum Evaluation* (National Foundation for Educational Research, 1970): 'The secondary school headmaster finds the GCE syllabuses taking over curriculum-control in the upper school with a power hardly less than that of the more authoritarian continental system'. There is a vicious circle here: the teacher and the textbook writer are unwilling to change what they teach or write as long as the examination syllabuses remain as they are. The examination is unlikely to change if there

does not seem to be a demand for such change from the teacher. While the history examination syllabus continues to stress British colonial history as an area for study, while the examination questions continue to be on Clive and Warren Hastings, while the Geography syllabus allows one to get by without studying large sections of the world, not much progress can be expected as far as the textbook is concerned.

Nevertheless, there are demands for change and movements towards improving curricula and materials exist. There are moves towards interdisciplinary studies, in which Africa, for instance, can be studied in History, Geography, Art, Music, Literature (see *The Teaching of African History* by March and Collister). The I.L.E.A. has a *World History Project.* Draft syllabuses are already available and pupil packs and background sheets for teachers are currently being prepared on Africa, India, China, Latin America and will co-ordinate with the 1971 to 1972 television series for the 11-14 age range. Five programmes on each area will cover the variety of landscapes and people, traditional peasant life, native kingdoms or empires, European rule, and modern independence. These are just some examples; many other changes are taking place.

The traditional textbook is beginning to give way to other teaching aids, such as 'packs' containing documents and other source material for pupils, where so many different points of view are represented that the material does not convey any one biased outlook. In the examination field, CSE Mode III examinations offer the opportunity for the teacher to set his own examination. While such changes are to be welcomed and encouraged, there is no room for complacency and it will take time for all of them to be implemented. In the meantime, the teacher will continue to use the textbook; the textbook will continue to be written; the external public examination will continue to dominate the later stages of school life. For these reasons, it is important that the textbooks that are used are good ones and that the attitudes they convey are relevant to the world of today.

A Survey of the 1970 Examination Papers

(Figure I) Examination Questions related to the Third World–Overall Totals by Year.

	1966	1967	1968	1969	**1970**
C.S.E.	147	208	264	323	**475**
G.C.E.	77	137	265	474	**476**
S.C.E.	11	8	24	34	**37**
R.S.A.	9	24	86	108	**114**
Totals	244	377	639	939	**1102**

(Figure II) Examination Questions related to the Third World–Examining Board Totals

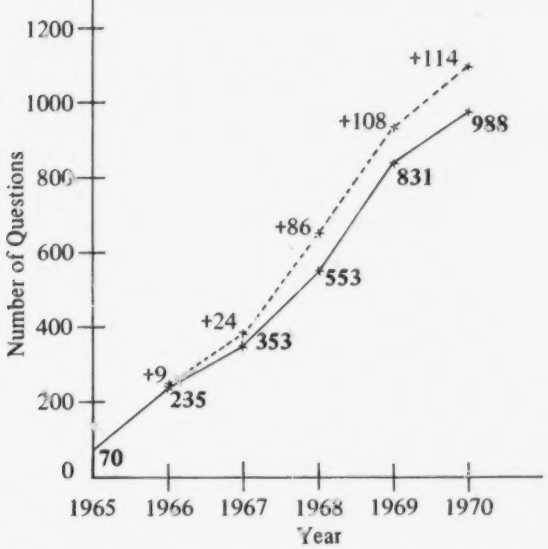
C.S.E. Examining Boards	1967	1968	1969	(**)	(*)	**1970**	(**)	(*)
Associated Lancashire	17	19	10	(1)	(2)	**14**	(3)	(7)
East Anglian	32	45	48	(2)	(1)	**90**	(13)	(28)
East Midland	10	18	16	(0)	(2)	**39**	(5)	(15)
Metropolitan	12	12	12	(5)	(7)	**18**	(6)	(18)
Middlesex	15	21	33	(2)	(6)	**28**	(2)	(9)
North	6	6	16	(0)	(1)	**30**	(1)	(3)
North-Western	11	17	7	(8)	(3)	**10**	(12)	(7)
South-East	16	24	20	(0)	(7)	**60**	(4)	(6)
Southern	24	39	50	(1)	(2)	**36**	(4)	(10)
South Western	22	37	50	(4)	(17)	**56**	(8)	(17)
Welsh	3	8	5	(2)	(0)	**8**	(2)	(8)
West Midlands	23	19	39	(3)	(8)	**30**	(4)	(10)
West Yorkshire & Lindsey	6	11	5	(0)	(0)	**44**	(1)	(1)
Yorkshire	9	15	9	(0)	(1)	**12**	(2)	(4)

G.C.E. Examining Boards	1967	1968	1969	(**)	(*)	**1970**	(**)	(*)
Associated	22	63	128	(15)	(58)	**116**	(13)	(39)
Cambridge Local	10	42	57	(8)	(57)	**83**	(10)	(17)
Joint Matriculation	12	30	33	(7)	(9)	**50**	(21)	(27)
University of London	16	33	45	(5)	(2)	**63**	(5)	(28)
Oxford and Cambridge	22	28	41	(17)	(9)	**39**	(14)	(37)
Oxford Local	14	13	61	(3)	(7)	**51**	(8)	(28)
Southern Universities	20	38	49	(4)	(4)	**33**	(12)	(13)
Welsh Joint	10	10	29	(2)	(12)	**29**	(10)	(11)
Northern Ireland	11	8	31	(3)	(5)	**12**	(9)	(2)

(* Questions with possible opportunity for bringing in development issues
** Open-ended questions)

In 1965, the Education Unit of the Freedom from Hunger Campaign surveyed the papers of all the General Certificate of Education and Certificate of Secondary Education Examination Boards to find out how many questions there were relating to world poverty and development. Each year since then, VCOAD's Education Unit has repeated the excercise and found a sharp rise in the number of questions. (See Figure III). 1970 was no exception: the total number of questions on the CSE and GCE papers (including the Scottish Certificate of Education) was 988. If the Royal Society of Arts questions are included, this total becomes 1102.

(Figure III) Graph Showing the Increase in the Number of Examination Questions each Year.



_G.C.E., C.S.E. and S.C.E. Totals. --- Totals including R.S.A. figures.

It is possible that this rise does not reflect as much of a real increase as it seems to do but rather shows an increase in our awareness of the number of questions where development topics can be introduced.
In order to try and distinguish between directly relevant questions and closely related ones, in 1968 the system of starring certain questions was introduced and in 1969 it was extended. A question receives one star if it gives an opportunity for bringing in development topics and two stars if the question is particularly open-ended so that the candidate can bring in his own knowledge and interests freely and, therefore, discuss development issues if he knows about them. (See Figure II). Neither kind of starred question is included in the totals given above (in Figure III). In 1970, the CSE papers included 143 one-starred questions (*) and 67 double-starred questions (**), while the GCE (including SCE) papers had 216* and 110**. Examples of one-starred questions from the 1970 papers are given below:

*'Discuss the nutritive value of milk in the diet and explain why it is the "almost perfect food" ' *(Associated Board GCE O Level–Nutrition and Cookery).*
*'What is meant by the term "economic growth"?' *(Scottish Certificate of Education, Higher–Economics).*
*'Make a list of factors that help to make a soil fertile'. *(Welsh Joint Education Committee CSE–Rural Science).*

With these one-starred questions, it is possible to introduce development issues into an answer, though it is unlikely that most candidates would do so. The greater scope offered by the double-starred questions is illustrated as follows:

**'Water supply is the most important factor in the location and distribution of settlement. Discuss this statement' *(Northern Ireland GCE A Level–Geography).*
'Describe and discuss any **one attempt to define poverty'. *(Oxford GCE A Level–General Sociology).*
**'What do you think are the most urgent problems facing the world today?' *(Metropolitan Regional CSE–Religious Knowledge).*
**'Inequality is inevitable and, in any case, a necessity' *(Welsh Joint Education Committee GCE S Level–History).*
**'Write an account of the planning and carrying out of a project in which you took part, which aimed at raising money for charity' *(Joint Matriculation Board GCE O Level–English Language).*

While an examiner might complain if candidates introduced development issues which are not on the syllabus into their answers to the one-starred questions, there could be no such objection to answering two-starred questions in this way, since these questions deliberately allow the individual student great freedom of choice in the examples he uses.

In 1970, as in previous years, there were more questions on the History and Geography papers than on those of any other subject, as can be seen in Figures IV and V.

Subject	C.S.E.			
	1967	1968	1969	1970
Geography	89	141	127	152
History	71	102	147	255
Economics	1	2	2	0
Social Studies	15	14	16	18
Natural Science	18	14	2	7
Domestic Science	2	0	0	1
Relig. Knowledge	12	10	11	31
English	–	7	8	10
Modern Languages	–	–	–	1

(Figure IV) Examination question totals according to subject. *(CSE)*

Subject	G.C.E.															
	'O'				'A'				'S'				All Levels			
	'67	'68	'69	'70	'67	'68	'69	'70	'67	'68	'69	'70	'67	'68	'69	'70
Geography	12	112	93	96	69	57	225	129	6	8	1	13	94	117	319	238
History	12	40	83	117	8	7	65	59	–	–	2	3	20	47	150	179
Economics	1	8	1	3	13	5	6	5	1	2	0	3	15	15	7	11
Social Studies	8	14	5	1	–	–	7	1	–	–	–	–	8	14	12	2
Natural Science	1	5	0	7	1	1	1	2	–	1	0	2	3	7	1	11
Domestic Science	1	0	0	1	–	–	1	1	–	–	–	–	1	0	1	2
Relig. Knowledge	–	2	2	3	1	2	2	9	–	–	–	1	1	0	4	13
English	–	2	5	3	–	–	1	3	–	–	–	–	–	2	6	6
Mod. Languages	–	1	1	0	–	–	2	12	–	–	–	3	–	1	3	15
World Affairs	–	–	–	22	–	–	–	–	–	–	–	–	–	–	–	22
General Studies	–	–	–	5	–	–	–	9	–	–	–	–	–	–	–	14

(Figure V) Examination question totals according to subject. *(GCE)*

The marked increase of History questions, especially on the CSE papers, is interesting. It is, probably, partly due to the difficulty in deciding which questions on a country's history are directly relevant to its development and which are not. The former are counted and the latter starred but it is largely a question of individual taste as to which classification many History questions fall under. For instance:

*'Write an outline of the development of Anglo-French rivalry ... in India, in the period 1740–1763' *(Royal Society of Arts, Stage 1–History of the British Commonwealth).*

This question has been given one star because it mainly concerns Britain and France rather than India. But,

'Examine the consequences of the Indian Mutiny' *(Southern Universities GCE A Level–History),*

has been counted as a relevant question since the consequences did concern the development of India as well as the position of the British there. Many questions, especially on early explorations, the trading companies and political history, fall somewhere between the two and their classification has been somewhat arbitrary.

Another problem is raised by our counting system. Any question which qualified on the paper to be listed under a separate number was counted, whatever its length or the kind of answer expected from it. One question with, for example, three relevant subsections would only be counted as one point, not as three. Several CSE Boards have sections of questions where one word or a short sentence are expected as answers. As such questions are each given a separate number, they are counted as separate units. Thus:

'Who is the present secretary general of the United Nations Organisation?' *(East Anglian CSE–History)*

gets one point, as would any much longer and more detailed question. As most of the CSE Boards have this kind of question it is hoped that comparison between CSE Boards can still be valid but since GCE examination papers do not usually have such questions, a numerical comparison between GCE and CSE may not be possible.

As has been noted in the past, there are many subjects where the Third World and development problems could quite naturally be introduced and yet they are not. In Biology and Domestic Science, questions on health and nutrition are usually about the disease and diet of the Western world rather than the world as a whole. In Economics, only rarely are there questions on trade between the 'developing' and the 'developed' world. In Religious Knowledge, there could be many more questions on world poverty and development in the context of responsibility.

It may be that the GCE Examination papers have reached their capacity as far as questions on world poverty and development are concerned. This is suggested by the overall question totals by year (Figure 1). The GCE figures show no significant increase over 1969, whereas the CSE figures do (even allowing for the problem of the History questions, discussed above). Nevertheless, since most of the questions occur on the History and Geography papers, there is surely room for an increase of questions in subjects like Economics, Biology, Domestic Science, Religious Knowledge, Social Studies, even within the limitations of the present syllabuses. And the great difference in the totals of individual Boards, without there being that much difference in their syllabuses, suggests that there is room for improvement by some Boards at least. The Associated GCE Board has a total of 116 question in 1970, whereas the Northern Ireland GCE Board has only 12. (Figure 11). (A more detailed discussion of the syllabuses of the different Boards is contained in the next article).

Even where a syllabus does allow Third World topics to be included and where questions appear on the examination paper, the questions are not necessarily answered or they may be answered badly, as some of the Chief Examiners' reports suggest:

'The interest of the mass media in these emergent countries (Africa and India) is not reflected in the work of the candidates. Why?' *(North Regional CSE report on the History papers).*

'The scripts on the whole are dominated by European rather than World History and by events before 1945 rather than afterwards'. *(Associated Lancashire CSE report on the History papers).*

This last remark is also interesting in the light of the findings about History textbooks. If the examining Boards expect more of a 'world view' of History, then there is little excuse for some of the findings of the textbook survey (see the previous article).

The number of questions on the Geography A Level papers has dropped considerably, there being 129

questions on the 1970 papers as compared with 225 on the 1969 papers. The 1969 total was a large increase over the previous year, when there were only 57 questions, and it may be that Geography has yet to 'find its level'.

It has been argued that sometimes in previous years we have tended to count **all** Geography questions as being related to world poverty and development. This has been done because we consider that any questions on Third World countries, their trade, commodities, farming patterns, living patterns, are relevant. But it could be argued that certain questions on Geography papers can be answered without any knowledge of development at all:

'(a) On the map of Africa . . . shade and label as shown, (i) an area where irrigated crops are grown, and (ii) an area where tree crops are important.
(b) For each area in (a) name **two** different crops produced, and describe the methods in use to grow them'. *(Welsh Joint Education Committee GCE O Level–Geography).*

Schoolchildren can study the stages involved in the planting, growth and harvesting of crops like rice, bananas, cocoa, in isolation, without understanding the real significance of subsistence farming or one-crop economies and their effect on the development of the Third World.

In view of this and because most of the enquiries which VCOAD receives come from teachers, students and children doing projects on subjects like world poverty and development, food, population, the work of the United Nations and voluntary agencies, it was considered of interest to see how many questions there were on the 1970 examination papers dealing specifically with such topics rather than other aspects of the Third World. (Questions on the recent political history of Third World countries, or regional geographical questions, where knowledge of development is not specifically required, are excluded). The GCE papers had 67 such questions, CSE had 57, SCE had 7 and RSA had 9. Every Board had at least one such question but no Board had more than 12. These questions were found in every subject listed in Figures IV and V, as can be seen in Figure VI.

Subject	No. of Questions
Geography	48
History	21
Economics	8
Social Studies	16
Natural Science	15
Domestic Science	4
Religious Knowledge	10
English	1
Modern Languages	5
World Affairs	8
General Studies	4

(Figure VI) Number of questions on specific development topics by subject

It is interesting to compare Figure VI with Figures IV and V. It can be seen that as a proportion of the total number of Geography and History questions counted, the total of these 'special' questions is not very high.

But of all the Natural Science questions counted as relevant to world development, namely 18, 15 were of this 'special' kind. Indeed, in all the subjects where there were only a few questions which could be counted, a high proportion of those questions specifically concern problems of food, poverty, population, agency work. Some examples of questions classified in this way are given below:

'Which do you consider the most "advanced" of Latin American countries? What reasons, historical or contemporary, can be found to account for this development?' *(Southern Universities GCE A Level–Spanish).*

' "I know that in parts of Africa, Asia and Latin-America people are starving, are short of medical services and either live in horrible slums or are homeless, but this is not my concern. There are more than enough problems in my own country"
(a) Explain whether or not this is a reasonable attitude.
(b) Name THREE social problems needing attention in our own country.
(c) Suggest TWO ways in which it would be possible to help under-privileged people in other countries.
(d) Relate briefly a parable of Jesus which teaches us to serve people, even if they are of other races'. *(West Yorkshire and Lindsay Regional CSE–Religious Studies).*

'Explain why an adequate supply of protein is essential in Man's diet and why some of these proteins must be of animal origin.
Many inhabitants of underdeveloped countries suffer from a dietary deficiency of protein. By reference to a named country, state the staple diet of the people and suggest how the protein supplies might be supplemented'. *(Cambridge University GCE O Level–Environmental Science).*

'Explain the purpose and describe the activities of TWO of the following:– the Red Cross; Voluntary Service Overseas; Oxfam; UNICEF'. *(South Western CSE–Citizenship).*

'Illustrate the statement that overpopulation is linked with the standard of living, dietary habits, and type and intensity of farming'. *(Oxford and Cambridge GCE S Level–Geography).*

'What is meant by the term "Population Explosion"? Select an area in the world where the "Population Explosion" has caused problems, mentioning climate, native methods of farming, food supply, education and world aid. Explain how difficulties may be overcome'. *(South Western CSE–Geography).*

' "Trade not Aid". Discuss help for underprivileged countries in the light of this slogan'. *(London GCE O Level–Religious Knowledge).*

From these examples it can be seen that the Examining Boards are asking very specific questions on development problems and students who have spent time doing projects along these lines may well be able to make use of their knowledge in an examination. Perhaps the fact that these questions occur in so many different subjects may encourage teachers to teach about world problems as part of 'respectable' subjects, rather than using them as space-fillers in non-examination subjects like General Studies or Current Affairs. Even if there are not many specific questions on poverty or food or population, knowledge of these subjects can be very widely applied. And sometimes, knowledge gained in one discipline can be used in another:

'La famine universelle–manace de l'avenir?' *(Southern Universities GCE A Level–French).*

Other Boards have used passages about development problems for translation and comprehension or as statistical material in mathematical problems and several Boards' Art examinations have had subjects for composition which could be approached from this angle:

'Survival' *(Scottish Certificate of Education, Ordinary–Art).*

Although the quantity of questions has increased, the quality could often be improved. Consider the following question:

'The problems of the underdeveloped countries of S.E. Asia have been caused or worsened by:
(i) insufficient use of birth-control methods
(ii) lack of agricultural machinery
(iii) little industrialisation
(iv) people dying young due to lack of medical facilities
(v) interference and exploitation by Western countries since 1945'. *(West Yorkshire and Lindsay Regional CSE–History).*

Candidates were given a list of five different combinations of three of (i), (ii), (iii), (iv), (v) above and expected to state which combination was correct. It is difficult to see why any one group of three of the above statements should be more correct than any other. Candidates were not even given space to justify their choice, or to suggest that all alternatives might be true. Such a superficial approach should not be encouraged. Perhaps examination questions on world poverty and development should not be of the multiple-choice variety.

Sometimes questions are unfortunately worded:

'Imagine yourself to be an agricultural supervisor in a remote country where you found that the native population augmented their diet by eating the small fruits of a wild plant. Outline the methods you might use to establish this plant as a relatively high-yeilding crop. Indicate the principles underlying the methods you have described'. *(Joint Matriculation Board GCE A Level–Biology).*

The way that this question is phrased is reminiscent of the attitudes in the older textbooks – the white man coming to 'save the native'. Nevertheless, it is encouraging to find some attempt to make people apply biological principles in this way.

In contrast to the closed, multiple-choice kind of question, quoted above, is the open-ended essay question. Sometimes such questions can be very general:

'With special reference to South America, discuss the problems faced by developing countries'. *(Cambridge GCE AO–Geography).*

The CSE Boards recognise the need to give younger students some guide-lines as to what to write when they set questions of this kind:

'Poverty in Britain and Overseas Countries. What are the main causes of poverty in Britain? Is the problem in underdeveloped countries very different from poverty in countries like Britain? (What is done to prevent poverty in England? What more could be done? What kind of help does Britain already give to India, for example? What would happen if countries like ours did not help developing countries? Should we help other countries, even though we have not solved all our own problems?). *(Middlesex Regional CSE–Social Studies).*

The question draws the candidate's attention to the fact that poverty is not something that only occurs far away in the Third World and suggests, in the brackets, the kind of approach he can make in his answer. The candidate is not, however, compelled to make use of these suggestions.

Some questions are more structured:

'Here is some information about births, deaths, and how long one can expect to live, for seven countries which are very different from each other. Births, deaths and natural increase in population rates are calculated for each 1000 population ; infant mortality per 1000 births. **See table at foot.** *

(a) Which country has the fastest growing population?

(b) Which country has the slowest growth in population?

(c) What other features in the table accompany the slower rate of population increase?

(d) Compare the information for England and Wales with Guinea in Africa.

(East Midland CSE–Social Studies).

The Middlesex Regional CSE Board has a very similar question on its Social Studies paper too, with the difference that questions are included where the answer cannot be found directly in the tables given, so that the student's knowledge of population problems is more thoroughly tested:

'Give some reasons why there is such a great difference in the infant mortality rate of the United Kingdom and that of India'.

A serious omission from a survey of this kind is the CSE Mode III examination. Mode III examinations are set and marked internally by individual schools and the CSE Board acts as a moderator. This means that the teacher need not be limited by an outside examination syllabus, if he has time to prepare his own. Mode III syllabuses and examinations give particularly good opportunities to introduce development topics. The

* Table

	birth rate	death rate	infant mortality rate	natural rate of population increase	expectation of life	
					male	female
Sweden	16	10	12	6	71	75
England and Wales	18	12	19	7	68	74
U.S.A.	19	9	25	10	67	74
Argentina	22	8	60	14	63	69
Brazil	43	12	170	30	39	46
Guinea (Africa)	62	40	216	22	26	28
India	38	13	139	26	42	41

Associated Lancashire CSE Board sent us sample Mode III syllabuses and papers in Environmental Studies, Post War Society, Modern Studies, and Social Studies, all of which included several questions relating to the Third World and development.

A similar flexibility is offered to many examination students who decide to submit projects. Many Boards, both CSE and GCE, now require or allow a project to be submitted in various subjects. Sometimes the Board suggests suitable projects, sometimes the teacher and candidate may choose one, provided it is connected to the subject concerned. Again, projects on the Third World can usefully be undertaken in History, Geography, Economics, Religious Knowledge, Social Studies, Domestic Science, Biology.

It appears from this year's survey, that the trend towards including questions on world poverty, development and the Third World is continuing. History and Geography remain the subjects where most of these questions are found and there is still room for many more questions of this kind in other subjects. But the number and quality of examination questions appearing on the papers each year cannot be considered in isolation from the syllabuses, which determine what is taught in schools and what is set in examinations.

Lydia White

The 1971 Examination Syllabuses

The VCOAD survey of the 1970 examination papers shows that the number of questions relating to the Third World has again increased over the previous year's totals. Nevertheless, there will come a point when no more questions can be asked on world poverty and development unless there is a change in the examination syllabuses. It is possible that this point has already been reached in the History and Geography papers and that in other subjects, for instance Biology, there must be an explicit mention of development topics in the syllabus before one can expect many examination questions on them or before the teacher will teach about them.

The 1971 Geography syllabuses of all Boards, GCE, CSE, SCE, RSA, have, as one might expect, references to the Third World, though they vary as to which regions are set for compulsory study. Often, the regional syllabus is divided into Britain versus 'the rest of the world'. Often, too, the teacher can opt to teach about North America, Europe and Australia rather than about Asia, Africa and Latin America. An effect of this freedom of choice is noted by A.J. Mansfield in *Geography* July 1970. He conducted a survey amongst his students at Goldsmiths' College to see what areas of the world they had covered in Geography at school in O and A level courses, and he discovered that 'the less-developed parts of the world appear to have been thoroughly neglected'.

Some Boards, however, arrange their regional Geography syllabus in such a way that it is impossible only to teach about the 'developed' world. For instance, the Oxford and Cambridge Board requires five areas of the world to be studied, namely Western Europe, the USA, the USSR, Africa south of the Sahara and Latin America. Each area has four topics listed under it and at least two are to be studied for each area. The North Western CSE Board, Paper 2, requires study of one continental transect, out of a choice of three, and all transects include both the 'developing' and 'developed' world.

In order to discourage schools from studying only certain regions of the world, some Boards are turning to the 'topic' approach, where the syllabus specifies certain topics for study, rather than certain regions. A good example of this kind of approach is given by the Joint Matriculation Board's new revised and alternative syllabuses for 1973 O Level Geography. Syllabus B is particularly relevant for those concerned that the geography of the Third World should be studied as much as that of the rest of the world. Paper I is called *Map Reading and the British Isles,* Paper II *The Study of World Geography with particular reference to the uneven distribution of population.* Candidates will be expected 'to show geographical understanding of such fundamental themes as the following:
developed and underdeveloped countries; communist and capitalist economic systems; urbanization (the growth of large towns and cities); the population explosion and the unequal pressure on land; the interdependence of different regions .....'. It is encouraging to see such an approach being made by a GCE Board, since the GCE syllabuses at the moment have very little specific reference to development problems, unlike the CSE Boards. (The Southern Region CSE Board, for example, has a section of its Syllabus S called *The Hungry World*).

All the 1971 CSE syllabuses for History have references to the Third World and almost all the GCE syllabuses do. Those that do not, namely the Oxford Board and the Welsh Joint Education Committee, divide their periods for A Level study by dates, without specifying what events falling between these dates should be studied. Nevertheless, one can assume that for these two GCE Boards, as for all the rest, a knowledge of the history of the British Empire and Commonwealth would be expected. Indeed, for most GCE Boards, colonial history is all that is expected, as far as the history of the Third World is concerned, though Boards with Twentieth Century syllabuses include study of nationalism within the Commonwealth and study of the United Nations. Those Boards which have papers on *World Affairs* do include the Third World and, sometimes, specifically development but usually concentrate on political conflicts between the major powers. Once again, the CSE Boards do better as far as reference to world poverty and development are concerned. CSE History syllabuses tend to concentrate far more on the Twentieth Century and World Affairs than the GCE syllabuses do and to make explicit mention of development problems: the West Midland CSE Board History Syllabus D consists of various topics for study, one of which is *An expanding population in a shrinking world.* Other CSE Boards have similar topics in their History syllabuses.

History and Geography were the subjects where the greatest number of examination questions on Asia, Africa and Latin America were found and comments have already been made on the small numbers of questions in other subjects where development ought to be included. Religious Knowledge was one of those subjects. Most CSE Boards, and a few GCE ones, require study either of world problems or missionary activity which could be relevant in this context. Such study has either to take the form of a project or to be part of work undertaken for the written examinations. The CSE Religious Knowledge syllabus attempts to relate Christianity to the modern world whereas GCE concentrates on study of the Bible in isolation. An exception to this is proved by the Northern Ireland GCE Board which is in the process of introducing an O'level syllabus where Paper II is called *The relevance of the living faith* which contains a fairly detailed section on development problems.

Domestic Science and Biology (whether as a subject on its own or as part of a General Science course) are also two subjects where, as we have often stressed, development issues fit quite naturally. Food, nutrition and health are mentioned on almost all syllabuses for these subjects but usually in the context of the diet and health of a 'typical' British family. GCE syllabuses often demand a knowledge of the constituents of food without asking for a knowledge of what happens to the large majority of people in the world whose diet does not include all these necessary constituents; of the many organisms listed for study, perhaps some could be those which cause so much of the disease in the world. The

teacher who recognises the place of food and health on a world scale in the Biology lesson may be reluctant to do anything about it as long as there is little in the syllabus or examination to support him. The CSE syllabus is not much better than the GCE one in this respect, though some Boards mention the World Health Organisation in their syllabuses (for instance the Yorkshire Regional Human Biology syllabus) and others mention 'world food problems' as a topic (North Regional General Science).

In no other subject is there consistent mention of topics relating to the Third World by all, or almost all, the Examination Boards. Several Economics and Commerce syllabuses give 'trade' or 'international trade' as a subject for study but none specify developing countries. Those (few) Boards that have Social Studies or Civic syllabuses usually mention world problems. Many Boards have papers on Agricultural or Rural Science but these are always concerned with the agriculture and rural life of Britain.

In Modern Language syllabuses there is rarely any suggestion that candidates should study the background history of the countries which speak the language concerned. In the Spanish syllabus a study of Latin America could easily be introduced. (The London GCE A Level syllabus already includes this). In English syllabuses there is no reason why more books about Third World countries or by Third World authors should not appear on the list of set books. *The Pearl* by John Steinbeck, *Cry the Beloved Country* by Alan Paton, *The Royal Hunt of the Sun* by Peter Shaffer are examples of books of this kind which already appear on some CSE Board lists; *The Night Runners of Bengal* by John Masters and *A Passage to India* by E.M. Forster appeared on some GCE lists. Such books help to give an impression of the conditions in the Third World, past and present, and of the conflicts between coloniser and colonised.

A study of the examination syllabuses reveals that the Third World, in terms of regional geography and recent political history, is fairly adequately covered. Where it is covered, however, there are usually options so that it is not compulsory for a teacher to teach about developing countries. Similarly, on the examination papers, there may well be many questions on these subjects but they are not necessarily answered, or answered well.

As far as development is concerned (that is, nutrition, health, population, education, world trade, development work by voluntary and UN agencies), there is relatively little on the syllabuses, including History and Geography, and there is room for far more specific mention of these topics, particularly in subjects where they would seem to fit naturally and yet are excluded. It is not fair to say that teachers are free to interpret terms like 'nutrition' as they stand at present on the syllabuses in terms of world food problems. They cannot afford to jeopardise their pupils' examination chances by teaching them something that might perhaps turn up on the examination paper in one question but probably would not. Development needs to become an explicit part of the syllabuses for such subjects.

It is hardly surprising, then, that school textbooks still concentrate on Europe and that the examination papers often have only token questions on world poverty and development. The syllabus holds them up. There is no need to wait for syllabus reform before changing the textbooks and the increasing number of examination questions each year on the different Boards' papers shows that questions are possible in spite of the syllabuses. But there is a limit to how much can be achieved without some change in the syllabuses, a change which the GCE Boards particularly need to undertake. Until this change is achieved, together with a change in the teacher-training syllabuses, teachers will be reluctant to teach about areas unknown to them.

Lydia White

Examining Bodies

The following Regional Examining Boards have been recognised by the Secretary of State for Education and Science for the conduct of C.S.E. examinations.

Regional Examining Board (Area of Board)	Name and Address of Secretary or Correspondent
Associated Lancashire Schools Examining Board (The County Borough of Bolton, Manchester, Oldham, Preston, Rochdale and Salford)	J. Lawrence, Esq., Refuge Alliance Buildings, 77 Whitworth Street, Manchester. Tel. Central 6020.
East Anglian Regional Examinations Board (Bedfordshire, Cambridgeshire, East Suffolk, Essex, Hertfordshire, Huntingdonshire, the Isle of Ely, Norfolk, West Suffolk, and the County Boroughs of Great Yarmouth, Ipswich, Norwich, Southend-on-Sea and the Peterborough Joint Board)	A. Johnson, Esq., M.Sc., "The Lindens", Colchester, Essex. Tel. 71244
East Midland Regional Examinations Board (Derbyshire, Holland, Kesteven, Leicestershire, Northants, Nottinghamshire, Rutland and the County Boroughs of Derby, Grimsby, Leicester, Lincoln, Nottingham and Northampton)	W.C. Watterson, Esq., B.Sc., Robins Wood House, Robins Wood Road, Aspley, Nottingham. Tel. 293291.
Metropolitan Regional Examinations Board (The Administrative County of London and the County Boroughs of Newham and Croydon)	D.H. Board, Esq., M.A., 23/24 Henrietta Street, London, W.C.2. Tel. 01 - 240 1814/5.
Middlesex Regional Examining Board (Middlesex)	W.J. Leake, Esq., B.A., 53/63 Wembley Hill Road, Wembley, Middx. Tel. 01 - 903 3961/2/3.
North Regional Examinations Board (Cumberland, Durham, Northumberland, Westmorland, and the County Borough of Carlisle, Darlington, Gateshead, Middlesborough, Newcastle upon Tyne, South Shields, Sunderland, Tynemouth and West Hartlepool)	J.A. Winterbottom, Esq., B.A., Neville Hall, Newcastle upon Tyne NE1 1TJ Tel. 28893.
North-Western Secondary School Examinations Board (Lancashire, Cheshire, Barrow-in-Furness, Birkenhead, Blackburn, Blackpool, Bootle, Burnley, Bury, Chester, Liverpool, St. Helens, Southport, Stockport, Wallasey, Wigan, Warrington, the Isle of Man)	T.J. Rogers 36 Granby Row, Manchester, 1 6WD. Tel. 061 - 228 1701.
Southern Regional Examinations Board (Dorset, Hampshire, West Sussex, the Isle of Wight, Berkshire, Oxfordshire, Buckinghamshire, and the County Boroughs of Bournemouth, Oxford, Portsmouth, Reading and Southampton. The States of Guernsey and Jersey and the Committee on the Education of Service Children Overseas)	D.C. Spenser, Esq., D.F.M., M.A. 53 London Road, Southampton, S09 4YL. Tel. 27061.
South-East Regional Examinations Board (East Sussex, Kent, Surrey (except Croydon C.B.) and the County Boroughs of Canterbury, Brighton, Eastbourne and Hastings)	P.N. Anderson, Esq., B.A. Beloe House, 2-4 Mount Ephraim Road, Tunbridge Wells, Kent. Tel. 20913/4.
South-Western Examinations Board (Cornwall, Devonshire, Gloucestershire, Somerset, Wiltshire and the County Boroughs of Bath, Bristol, Exeter, Gloucester and Plymouth)	H.L.M. Household, Esq., B.Sc., 23/29 Marsh Street, Bristol, 1. Tel. 23434.

Welsh Joint Education Committee (Wales and Monmouthshire)	Andrew Davies, Esq., B.A., Welsh Joint Education Committee, 30 Cathedral Road, Cardiff. Tel. 41253.
West Midlands Examinations Board (Herefordshire, Shropshire, Staffordshire, Warwickshire, Worcestershire, and the County Boroughs of Birmingham, Burton-on-Trent, Coventry, Dudley, Smethwick, Stoke-on-Trent, Solihull, Walsall, West Bromwich, Wolverhampton and Worcester)	J. Aspinall, Esq., F.C.I.S., Norfolk House, Smallbrook Ringway, Birmingham, 5. Tel. Midland 8924.
West Yorkshire and Lindsey Regional Examining Board (Lincolnshire (Lindsey), Yorkshire West Riding, and the County Boroughs of Barnsley, Doncaster, Rotherham and Sheffield)	R.G. Capes, Esq., M.A., LL.B., Scarsdale House, 136 Derbyshire Lane, Sheffield, 8. Tel. 53538.
Yorkshire Regional Examinations Board (East Riding, North Riding and the County Boroughs of Bradford Dewsbury, Halifax, Huddersfield, Hull, Leeds, Wakefield and York)	J. Pare, Esq., M.A., 7/9 Cambridge Road, Harrogate. Tel. 3959.

Names and Addresses of the Secretaries to Examining Bodies Conducting the Examination for the General Certificate of Education

Associated Examining Board B.C. Lucia, Esq., B.Sc. Wellington House, Station Road, Aldershot, Hants.	Tel. Aldershot 25551 S.T.D. Code 0252
Cambridge University Local Examinations Syndicate T.S. Wyatt, Esq., M.A., M.Litt., Syndicate Buildings, 17 Harvey Road, Cambridge.	Tel. Cambridge 54223. S.T.D. Code 0223.
Joint Matriculation Board R. Christopher, Esq., B.A., M.Ed., Joint Matriculation Board, Manchester 15.	Tel. Ardwick 2565 S.T.D. Code 061 - 273
London University A.R. Stephenson, Esq., M.A., University Entrance and School Examinations Council, Senate House, Malet Street, London, W.C.1.	Tel. MUSeum 8000 S.T.D. Code 01 - 636
Oxford and Cambridge Schools Examination Board J.M. Todd, Esq., M.A., Elsfield Way, Oxford	Tel. Oxford 54421 S.T.D. Code 0092.
H.E. King, Esq., M.A., M.S.C., Brook House, 10 Trumpington Street, Cambridge.	Tel. Cambridge 50658 S.T.D. Code 0223
Oxford Delegacy of Local Examinations J.R. Cummings, Esq., B.Litt., M.A., Summertown, Oxford.	Tel. Oxford 54291 S.T.C. Code 0092.
Southern Universities' Joint Board W.G. Bott, Esq., M.A., 22 Berkeley Square, Bristol, BS8 1HT.	Tel. Bristol 28778 S.T.D. Code 0272.
Welsh Joint Education Committee D. Andrew Davies, Esq., B.A. 30 Cathedral Road, Cardiff, CF1 9YH.	Tel. Cardiff 41253 S.T.D. Code 0222.

Northern Ireland G.C.E. Examining Board
E.J. Kirkpatrick
Examination Office, Dundonald House,
Upper Newtonards Road,,
Belfast BTA 3SA.

Tel. Belfast 650111

Other Examining Bodies

Royal Society of Arts
18 John Adam Street
Adelphi,
London WC2N 6AJ

Tel. 01 - 839 1691

SCOTLAND
Scottish Certificate of Education Examining Board
c/o The Director
140 Causewayside,
Edinburgh, 9.

Tel. 031 - 667 6724

Learning to Teach about the Third World

Change in the school examination system, in the syllabus and in the school textbook cannot be introduced successfully unless there is also some change in teacher training courses. The future teacher must learn about world development before he can teach about it in school subjects.

In 1968 VCOAD surveyed the syllabuses of Colleges of Education in Britain to discover how far student teachers were being equipped to teach this area of study relatively new to the school curriculum. The principals of all colleges were approached and 74 colleges replied. In 1970 the survey was repeated. This time, principals and heads of relevant departments were approached and 75 colleges replied, which is a little more than one third of all the Colleges of Education. Many of these colleges are doing valuable work on development and the Third World in their courses in one or several subjects and, of course, colleges which did not have time to reply to the survey may well be doing interesting things in this field as well.

The conclusions of the survey of colleges are in many ways similar to those of the school examination and syllabus surveys. Geography and History are again the subjects in which most is taught. Many college syllabuses, however, include study of the problems of development and the twentieth century world to a greater extent than school syllabuses. In Religious Studies, too, the college student is more likely to learn about development than the school child. Nevertheless, even in these subjects many colleges replied that they make 'only incidental reference' to world problems or deal with world poverty 'indirectly'.

At the school level, it was found that there are certain subjects where development issues ought to be included in a syllabus or examination but usually are not. The same is true at many colleges and the same subjects are often involved. Social Studies, which one would expect to be taught more at college than at school, is only infrequently named as a subject where the problems of the Third World are studied. Where it is mentioned, population problems commonly occur in the syllabus. In Home Economics, the emphasis continues to be on Britain. One college wrote: 'Although we teach nothing about poverty in the developing countries we cover the subject in Great Britain . . . This is not to say that we do not make some reference or comparison to other societies but nothing which would justify any statement in a syllabus'. (Bath College of Education). In Science, very few colleges seem to be doing anything on food, fertiliser, population or disease as they relate to the Third World. A few, however, did mention these topics in the context of Biology: 'Stress is laid on such diseases as malaria, sleeping sickness and diseases caused by worms of various sorts – effect on population. Food supplies – possibilities of using unusual methods of producing protein.' (Dudley College of Education).

The Third World and its economic development is taken as the central theme for the second year Geography course at the Berkshire College of Education. All students take a course called 'People and Poverty' and, according to G.J. Squire and M.J. Storm in the Journal of the Association of Teachers in Colleges and Departments of Education, Summer 1971, 'the emphasis of this programme is unequivocally upon the education of the student to a clearer understanding of the rich–poor, white–coloured gap which dominates our world. Increasingly, the course has come to be concerned with adjusting or dismantling the image of the "third world" possessed by the students'. This will very often be what the student teacher must do for his pupils later on. Other colleges mention similar courses which all students take. St. Mary's College, Twickenham, for instance, has a series of lectures on World Problems which all Geography students attend.

Not all students at training college are Geography students and it is the Geography courses in particular which stress courses on development problems which are to be attended by all students, either every year or in one particular year. Many courses on the Third World in other subjects, and in Geography at some places, are optional, so it is particularly welcome to find that certain colleges have courses which are attended by all students, and not merely by all the students of one subject, and which include development studies. Bretton Hall College of Education says: 'Conventional subject courses are subordinate to a Foundation Course – here students become interested in and explore the problems of developing countries'.

One recommendation of the workshop conference organised by VCOAD on British Schools and the Third World (a report of this conference is contained in the next article) was that development studies can very usefully be taught as a multidisciplinary subject. Few colleges seem to be doing this but Edge Hill College of Education does have a three-year multi-disciplinary course, to study some basic problems of the contemporary world and it would be excellent if more colleges could co-ordinate their teaching on the Third World so that different aspects are studied in different subjects at the same time.

Several colleges refer to extra-curricular activities such as fund-raising, conferences on world problems, students going on Voluntary Service Overseas. Efforts of this kind would probably increase and have more influence if they were supported by study within the curriculum. It is unreasonable to expect a student to teach about something which he has only been involved in as a spare-time activity.

Many of VCOAD's enquiries every week come from teachers and student teachers. From these enquiries, it appears that many students are studying the Third World in their colleges or are hoping to introduce projects on related topics in their teaching practice. Sometimes the initiative seems to come from the student himself, sometimes from his college. Balls Park College has a course on the Third World as part of its Contemporary Studies syllabus and the Third World option is the most popular of the ones offered. Students study

different issues related to development as well as looking at teaching material available in this field. A course like this one stresses both the need to educate the teacher himself about world poverty and the need to teach him how to teach others about it.

Some colleges already have good courses in several subjects on the Third World. In others, courses have yet to be introduced or their quality needs improving. At least the student teacher may have the chance to learn something about development in the course of his training. The teacher who is already teaching, and has been doing so for some years, has less of a chance to keep up with the changes in content and method that constantly occur in this area of study. Development studies at the college level are not enough. There is also an urgent need for in-service training, both for the teacher who has never been taught about the Third World and for the teacher who has studied world problems and whose knowledge and method need reinforcement. The work that is taking place in some colleges now should not be wasted by lack of future supporting courses.

Lydia White and Robert Hope

British Schools and the Third World

The Fourth Conference of the Freedom From Hunger Campaign, meeting in Rome in 1969, 'strongly recommended that development education, based on genuine solidarity, be a major aspect of the Campaign in planning for the United Nations Second Development Decade'. As a result of this recommendation, a European Workshop on in-school education was held in Bergendal, in Sweden, in November 1970. Its purpose was to evaluate recent progress in development education and to propose guidelines for more effective national and international action in the 1970s. The workshop was jointly sponsored by FAO and UNESCO, and financed by the Swedish International Development Authority.

One recommendation made by the Bergendal Workshop was that similar workshop conferences should be held in every country. In the United Kingdom the Voluntary Committee on Overseas Aid and Development (VCOAD) is the national link with FAO on educational matters and also provides the secretariat for the UK Standing Conference on the Second United Nations Development Decade. VCOAD therefore convened a Workshop Conference which was held at Nutford House, London from April 16 to 18, 1971. Some thirty educationists and development specialists together with eight people from developing countries, took part. The Conference chairman was Dr. James L. Henderson of London University Institute of Education.

The Conference took as its starting-point the belief that **no child in Britain should leave school without having acquired wide knowledge and understanding of the outside world, and in particular of the urgent problems of the diminishing opportunities to achieve an acceptable standard of life now facing most of the people of Asia, Africa and Latin America.**

It was also agreed that "the value of teaching about world development would depend on the extent to which knowledge and understanding gained were continued into adult life, enabling people to judge and interpret the information they received about the world, and to take action in response to that information."

A realistic view was taken of the constraints surrounding teachers, e.g. the demands of examinations, the fragmented distribution of lessons, the pressure of numbers. But it was suggested that "blocked" time, group work and team teaching could all provide closer contact and more opportunities for working **with** pupils – which was essential if the learning situation was not to contradict the content of what was being taught about attitudes of co-operation.

Looking at the situation in Primary Schools, the Conference felt that children began to form attitudes towards people of other countries at an early age and that, therefore, as soon as they had acquired the basic skills of oracy and literacy there should be some teaching aimed at helping them to develop an understanding of other people's cultures.

It was agreed that the objective of teaching about the Third World at the seven-to-nine age level should be to develop an awareness and appreciation of the intrinsic value of the varied ways of life in different parts of the world. Between the ages of nine and eleven a realization of changes taking place in the world and of the fact that some people's living conditions are declining, due to a variety of causes, could be introduced. The children could then begin to discover ways in which they themselves might be able to take positive action to change this situation. It was also at this age that children should begin to learn about the inter-relationships between their own country and other people's countries. For example, they could start to discover their dependence on other parts of the world for food by looking at the contents of the breakfast table.

The Conference felt that for teaching in Secondary Schools in the under-fifteen age range there were two techniques which could be of particular value:

(a) work on **themes** such as 'poverty', 'food', 'neighbours', 'power and authority', in which pupils could begin with places, objects and situations which were familiar to them and work outward to the wider world.

(b) **area projects** such as 'Africa' or 'India', which especially provided the opportunity to obtain a balanced view of all aspects – economic, social, cultural, etc. – of the area being studied.

Attention was drawn to the danger of presenting an unbalanced view which could result from combining these two approaches, e.g. in a study of 'Poverty in India', through which poverty might become identified with India.

Simulation exercises and situational role play were commended, especially because of their effectiveness in involving pupils in the subject and in increasing their understanding of development problems and their feeling for other life styles.

Textbooks and other teaching materials were discussed at length. A continuing lack of balance in the treatment of the Third World in many history and geography textbooks was noted, and VCOAD was asked to bring the findings of the Conference to the attention of the Educational Publishers' Council and its members. It was felt that the most effective supporting material for much teaching about the Third World would take the form of 'kits' rather than conventional textbooks. Such kits should be inexpensive, easy to keep up to date, very flexible in format, and should contain a wide variety of suggestions for their use.

The value of visual aids was also stressed, and the Conference felt that special care should be taken in visual material to present a balanced picture of the Third World. "A positive attempt should be made to counterbalance the greater number of pictures of poverty and disaster inevitably appearing in newspapers, television and charity advertising by showing scenes of everyday life in normal conditions".

The Conference made a number of recommendations on teacher training, and it was suggested that these should be brought to the attention of the James Commission of Enquiry into Teacher Training (VCOAD subsequently did this). Among the recommendations were the following:

Recognizing that many Colleges were concerned to introduce more integrated work for their students, the Conference drew attention to the value of development studies in such interdisciplinary teaching.

It further recommended that in every College one lecturer should have overall responsibility for development studies, which could be approached either as a separate course or as a co-ordination of different disciplines on a central theme.

Because of the frequent changes in the content, as well as the teaching methods, of development studies, the Conference recommended that this subject should be given priority in in-service courses for teachers.

In its report the Conference recognized "that the changes needed to solve world problems might require many years to implement, and that the part played by individuals might seem relatively insignificant. Nevertheless, it felt that certain fundamental changes would never take place in the world unless a start was made now in changing what was happening in schools".

(Copies of the Conference report, **British Schools and the Third World**, can be obtained, free, from the VCOAD Education Unit.)

VCOAD Education Unit

The Education Unit of the Voluntary Committee on Overseas Aid and Development provides information, advice and teaching aids on world poverty and development. It maintains close contacts with the Department of Education and Science, the Schools Council and other educational bodies. VCOAD publishes a handbook for teachers, **The Development Puzzle**, a set of nine folders containing material for classroom use, and a wide range of visual aids, leaflets and fact sheets (many of them free). A free list of publications is available from VCOAD Education Unit, 69 Victoria Street, London S.W.1.

VCOAD also co-ordinates the educational work of the following organizations: Christian Aid, Catholic Institute for International Relations, Catholic Fund for Overseas Development, Commission for International Justice and Peace, UK Committee of the Freedom From Hunger Campaign, Overseas Development Institute, Oxfam, Save the Children Fund, United Nations Association and War on Want.

Opinions expressed in this publication are those of the authors and do not necessarily reflect the views of VCOAD or any of its member agencies.

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